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ABSTRACT

In support of a national literacy campaign in Tanzania, a report based on information supplied by District Education Officers at the Kivukoni Seminar in January, 1972, is given. Three major sections are: Follow-Up Reading Materials And The Training Of Voluntary Teachers; The Cost Of University Adult Education; The Evaluation Of Wakati Wa Furaha (A campaign focusing on Tenth Anniversary of Independence). Results show that the campaign is reaching the intended audience (rural population) and that the programs have drawn people from a wide range of ages. To date results of testing have come from five sample groups. Mean scores from all groups on pre-test was 67%. After campaign the mean rose to 80%, a gain of 13%. There is some evidence that people learn from this type of campaign. (Author/NF)

ED 067547

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INSTITUTE OF ADULT EDUCATION
UNIVERSITY OF DAR ES SALAAM

FOLLOW-UP READING MATERIALS AND THE TRAINING OF VOLUNTARY TEACHERS

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A Report of District Adult Education Officers Opinion

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February, 1972

INTRODUCTION

This report is based on the information supplied to us by the District Education Officers at the Kivukoni Seminar in January, 1972. This information is expected to be of interest to the DEOs, the Ministry of National Education and all organisation which will be involved in the national literacy campaign. We have attempted to provide information that will be of special interest to those concerned with the provision of follow-up reading material for the campaign and with selection and training of voluntary teachers.

We would like to extend our thanks to the District Adult Education Officers who have provided us with this information. Their contribution will make the job of the Institute of Adult Education much easier when it comes to assisting in the campaign. We would also like to thank the Ministry of National Education, Directorate of Adult Education for inviting the Institute to participate in the seminar.

Budd L. Hall
Yusuf Kassam

FOLLOW-UP MATERIALS

The importance of follow-up reading material for new literates has been stressed by those in the field of literacy for many years. It is commonly thought for example that if an adult who has just finished literacy classes does not continue in his reading habits, he will lose his literacy in six months. Even for those who complete four or five years of primary school, there is a danger of slipping into illiteracy if there are no materials available. For this reason we were interested in finding out to what extent reading materials of any sort are available in the rural areas particularly of the country.

Newspapers

Newspapers can be a very good source of follow-up reading. The information is usually interesting because it concerns events that have taken place recently. The print is large enough in most cases. In the case of 'Uhuru' there is a special section once a week devoted to adult education. This particular section is written in larger type. We were interested in this survey of the adult education officers in finding out which of the daily newspapers reached the towns and villages where the district headquarters were located. The table below indicates the response.

Table I Which Daily Newspapers reach your District Headquarters?

Response	Frequency	Percentage
Uhuru	62	91
Standard	58	85
The Nationalist	57	84
Ngurumo	45	66
None	6	9
No reply	1	1

'Uhuru' is the most widely distributed paper, but 'The Standard' even though it is in English, seems to reach almost as many districts. 'The Nationalist' usually is sent with 'Uhuru' as it is the English version of the paper. It is not as wide spread however as its Swahili brother. 'Ngurumo', a smaller paper of essentially street news, is largely an urban phenomena. It is very popular in Dar es Salaam, but does not have such a well worked out distribution system. The format of 'Ngurumo' is such that it would probably be quite popular if better distribution in the rural areas were possible.

Table 2 The arrival frequencies of daily newspapers

Response	Frequency	Percentage
Daily	30	44
Twice a Week	15	22
Weekly	10	15
Very Seldom	6	9
No Reply	5	7
Twice a Month	2	3

Only 30 of the districts report daily receipt of newspapers. About 60 per cent of the districts receive the "daily" papers twice a week or less. Those on a daily basis are connected by air or railroad to the capital, while the remote districts may be lucky to get any at all. Six districts said that "very seldom" did they receive any papers at all.

Newspapers in the Villages

The district adult education officers were asked which newspapers were most easily available in the villages in their districts. As Table 3 indicates, the distribution in rural areas is different from the urban pattern. The most widely available

newspaper is 'Kwetu', published by the Ministry of Information on a monthly basis. Seventy nine per cent of the districts report that this is easily available. 'Uhuru' is again quite widely available rurally as three out of four districts report its availability. 'Ukulima wa Kisasa' (Modern Farming) is put out by the Ministry of Agriculture and Cooperatives. A study by Graphm Mytton in 1968listed this as the most widely available paper in the nation with about 100,000 readers. There are 30,000 copies printed with distribution through the agricultural extention officers. 'Kiongozi' is a Roman Catholic paper that is quite popular and well know. It is sold like 'Uhuru' and 'Ukulima wa Kisasa'. 'Baraza' is a Kiswahili paper from Kenya as is 'Taifa'. An important point is that in two districts in Tanzania there are no newspapers available at all.

Table 3 Newspapers easily available in Villages.

Response	Frequency	Percentage
Kwetu	54	79
Uhuru	51	75
Ukulima wa Kisasa	43	63
Kiongozi	33	49
Baraza	28	41
Ushirika	14	21
Taifa	11	16
Ngurumo	10	15
None	2	3
Others	31	46

One other question which we thought important was whether or not the DEOs themselves thought that newspapers would be useful as follow-up literature for the newly literate. The response to that question is in Table 4 below.

Table 4 Would local Newspapers be useful as follow-up reading if available?

Response	Frequency	Percentage
Yes	63	93
No	5	7

Distribution of Papers

If newspapers would be useful as follow-up materials, the question seems to be one of improving the distribution system. We asked the DEOs how, in their opinions, the newspapers could be distributed better. To their own credit, they suggested that they themselves would be the ones who should be concerned with this distribution - at least the largest group of them said this. Others said that the headteachers and primary schools directly would be an improvement in the system. A few said through the ward and division officers and secretaries. Table 5 gives some details.

Table 5 How could newspapers and follow-up material be distributed better?

Response	Frequency	Percentage
Through D. E. O's(AE)	28	41
Headteachers & Pr. Schools	22	32
Ward Executive Officers	15	22
Divisional Secretaries	13	19
TANU	7	10
District Council	5	7
Co-ops.	3	4
Ujamaa Vijijini	2	3
Maelezo	1	1
Other	13	19
No reply	12	18

Books and Magazines

In addition to newspapers, books and magazines can be used as follow-up materials. It is of interest to see which kind of books are available "easily" in the districts. Table 6 below indicates:

Table 6 Books and Magazines readily available in districts.

Response	Freequency	Percentage
Tanganyika Library Service	20	29
Literacy Primers	13	19
Drum and Film	12	18
TANU Pamphlets	11	16
Kwetu	9	13
Urusi Leo	7	10
Kivukoni Publications	6	9
Ukulima wa Kisasa	6	9
None available	7	10
No reply	7	10

The result of this question is quite informative. We can see for example that the books from Tanganyika Service are the most readily available ones in the districts. This is either the rural library service, the book box system or the individual postal book service. The literacy primers were mentioned as being the second most available books in the districts, but one suspects that the question was such that people were thinking of different sorts of books when they answered. Certainly one would expect to find literacy primers in every district, as literacy is being taught in each district now. When the popular magazines such as 'Film Tanzania', 'Drum' and 'Trust' are available they are useful as reading material, although 'Film Tanzania' does get much of its meaning across without many words. In fact the popularity of the 'Film Tanzania' style causes one to wonder

whether adult education themes might not be taught using this photographic style. One of the very interesting findings on this question is that 'Urusi Leo' (Russia Today), the information newspaper from the Society Union is so available ruraly. In quite a few districts where the literacy campaigns were taking place, 'Urusi Leo' was mentioned as being heavily utilized for conti nuation reading.

Distribution of books

It is of course necessary to find out about the distribution system before efficient use of even the available books can be made. There are two common ways that non text books are distributed throughout a nation: through a network of bookshops or through a library system. Tables 7 and 8 indicate the response by the DEOs to questions on those methods of distribution.

Table 7 Are there any bookshops in your district where reading materials may be purchased?

Response	Frequency	Percentage
No	31	46
Yes, in district Head-quarter only	28	31
Yes, in several places	7	10
No reply	2	3

Table 8 Does Tanganyika Library Service operate a rural library service in your district?

Response	Frequency	Percentage
Yes	39	57
No	29	43

It can be seen that book shops are located in more than just the district headquarters in only seven districts. In 31 Districts there are no bookshops at all, while those bookshops that are located in the district headquarters of 28 Districts may vary in size from 10 - 15 titles up to thousands in the case of the larger towns. In any case it would not be reasonable to expect good distribution of follow-up readers through a system of bookshops.

Regarding the response to the rural library service, there may have been some confusion in the question. In fact the programme formally called " Rural Library Service" does not operate in 39 districts, but many of the DEOs answered affirmative if they were getting boxes of books from TYS. In fact every DEO has been sent about 250 books from the library. The fact is however that for almost all districts the number of books that are available even from the library are few. The average person in a rural area in Tanzania is still very lucky if he gets hold of any book other than a Bible or Koran.

Interest and Ability of Individuals to purchase books

Ultimately the key to the success of any reading programme is whether the people themselves are interested and able to buy such books. We asked the DEOs to give their opinion in this manner. The results are in Tables 9 and 10 below.

Table 9 If more books, newspapers and magazines were available in your district, people would be able to buy them?

Response	Frequency	Percentage
Yes	54	79
No	14	21

Table 10 Would new literates be interested in buying follow-up materials.

Response	Frequency	Percentage
Yes	54	79
No	12	18
No reply	2	3

Suggestions for Topics of Follow-up Readers

As there are but 500 titles in print in Kiswahili, the question of suitable books for those who have recently become literate in Kiswahili is somewhat more complicated. There are several institutions working on the problem. Tanganyika Library Service has a committee which is trying to find suitable books in simple English which could then be translated. The Institute of Adult Education is running a writer's workshop on books with simple stories containing an educational message. The Mwanza Literacy Pro ect is working further on books for those who have finished the project primers. There are in addition quite a number of people who are writing books in Kiswahili, many of them might be useful for those just learning to read. For all of these groups, we thought it would be useful to have the DEOs opinion on what topics would be most interesting to new literates. Table 11 below tabulates those areas.

Table 11 Topics for follow-up readers

Response	Frequency	Percentage
Agriculture	38	25
Political Education	31	20
Health	30	19
Local Culture	17	11
Domestic Science	12	8
Poultry & Livestock	8	5

(table 11 cont.)

Economics	5	3
Local Crafts	1	1
Arithmetic	1	1
Commercial	1	1
Science	1	1
No reply	9	6

TRAINING OF VOLUNTARY TEACHERS

In view of the imminent national literacy campaign that intends to eradicate illiteracy in Tanzania by 1975, there will be a need for hundreds and thousands of literacy teachers for this mammoth task. This means that in order to be able to teach literacy as effectively and as rapidly as possible, the teachers of literacy, the majority of whom will be Std. VII leavers employed as voluntary teachers, will have to be trained in a series of crash courses all over the country.

The Institute of Adult Education has been in the past involved in conducting a good number of training courses for literacy teachers and in the light of the forthcoming literacy campaign it will most probably be involved even more than before. Similarly the District Adult Education Officers also have been conducting a number of literacy training courses and will be required to conduct many more. And so we thought that for the benefit of the Institute as well as the Adult Education Officers, it would be a useful excercise if we could get some information from the field experience of these officers on how this training in functional literacy can best be done.

The questions we asked the Adult Education Officers were on such matters like the subjects that should be included in the voluntary teachers' seminars, which of those subjects are most important, which ones are most difficult for the voluntary teachers to understand, the time needed to train literacy teachers, the number of follow-up seminars and their duration, the qualities that make these teachers most effective, the causes of poor teacher-performance and so on.

Subjects for the Training Courses

The first thing that we tried to find out was what subjects should be included in a seminar for preparing voluntary teachers to teach functional literacy to adults.

Table 12 Suggested subjects for voluntary teachers seminars

Response	Frequency	Percentage
Methods - reading & writing	58	85
Political Education	41	60
Psychology	34	50
Planning & Administration	30	44
Agriculture	23	34
Health	21	31
Mathematics	12	18
Home Economics	11	16
Group Methods	6	9
Co-operation	5	7
Leadership	4	6
Swahili	3	4

From the above table, it is seen that Literacy Methods is considered by 85% of the DEOs to be an essential subject

in the voluntary teachers seminars. Next comes the subject of Political Education recommended by 60% of the DEOs. It is encouraging to note that "Psychology of Adult Learning" and "Planning and Administration of adult education programmes" are also suggested subjects for the seminars. The inclusion of Agriculture, Health, Mathematics and Home Economics probably indicate the functional nature of literacy that would be taught to the adults.

We then asked the DEOs what they thought to be the most important subjects for the success of voluntary teachers.

Table 13 Which subjects are most important to the success of voluntary teachers?

Response	Frequency	Percentage
Methods	58	85
Psychology	20	29
Political Education	18	26
Mathematics	16	24
Planning & Administration	15	22
Others	14	21
Health	7	10
Agriculture	6	9

From their response (see Table 13 above), the three subjects that ranked highest were Methods, Psychology and Political Education. Again, the subject of Methods by far featured most prominently as one of the most important subjects that contributes to the success of voluntary teachers. Next to Methods, Psychology is increasingly being realised by the DEOs as one of those essential subjects that makes a voluntary teacher successful. Political Education which makes the voluntary teachers understand National Policies

and which inculcates a sense of political consciousness is also looked upon by the DEOs as one of the three most important subjects which accounts for the success of voluntary teachers.

The most difficult subjects

Having found out the most important subjects for the successful training of voluntary teachers, we were interested to find out which subjects are the most difficult for the voluntary teachers to understand. Such an information is particularly useful for the trainers of voluntary teachers.

Table 14 Which subjects are the most difficult for the voluntary teachers to understand?

Response	Frequency	Percentage
Political Education	33	49
Methods	29	43
Agriculture	15	22
Health	13	19
Planning	9	13
Psychology	9	13
Mathematics	8	12
Others	8	12
English	6	9
Technical Subjects	5	7
No reply	3	4

It is interesting to note that there is a good deal of correlation between two of the first three subjects in this table and those in the previous table (Table 13). That is, while the subjects of Methods and Political Education are two of the most important subjects for the success of voluntary teachers, they are at the same time, however, most difficult to understand for the voluntary teachers. This means that the trainers have

to teach these subjects quite elaborately and carefully if they are to be adequately understood by the voluntary teachers. The subjects of Psychology and Planning do not seem to be so difficult for the voluntary teachers, whereas Agriculture falls within the first three most difficult subjects.

Length of Training Courses

We had said before that for the National Literacy Campaign, thousands of teachers have to be trained in functional literacy methods in as short a time as possible. The question therefore arises that in most practical circumstances what should be the length of time that would be required to carry out this training as effectively as possible. Table 15 below gives some details.

Table 15 Time needed to train literacy teachers

Response	Frequency	Percentage
2 - 3 weeks	29	43
4 - 6 weeks	15	22
1 week	8	12
9 - 12 weeks	8	12
7-8 weeks	6	9
Over 12 weeks	1	1
Others	2	3

From the table above it seems that the DEOs views on this question quite divergent. 43% of the DEOs suggest two to three weeks as the most suitable length of time that is needed to train literacy teachers, while others (22%) think that four to six weeks is the appropriate training period. Still some other DEOs suggest a period as long as two to three months.

Follow-up seminars

Taking for granted that there would be a need for having follow-up seminars after the initial training course

we asked the DEOs to suggest the number of such follow-up seminars per year and how long a seminar should be. Tables 16a and 16 b below show the response.

Table 16a Number of follow-up seminars per year

Response	Frequency	Percentage
2	28	41
3	12	18
1	11	16
4	5	7
Over 4	3	4
No reply	5	7

Table 16b How long should the seminar be?

Response	Frequency	Percentage
1 - 3 days	38	56
4 - 7 days	23	34
Over 7 days	6	9
No reply	5	7
Mode = 2 - 3 days		

Having two follow-up seminars per year, which is very reasonable, is supported by 41% of the DEOs. 18% of the DEOs suggest three follow-up seminars which is probably one too many, while 16% of the DEOs propose only one seminar per year. As to the duration of a follow-up seminar, one to three days is suggested by the majority of the DEOs while 23 DEOs want to have between four and seven days.

The Qualities of Voluntary Teachers - Good and Bad

Besides giving the voluntary teachers a kind of training that is as effective as possible in terms of the most suitable

contents of the training course, the emphasis that should be put on some subjects, the duration of a training course, having a follow-up seminar etc., we were curious to find out if the DEOs have identified those voluntary teachers who are more able than others in their dedication and ability. If so (see Table 17 below, in which 93% of responses were positive), what special qualities do these voluntary teachers have that makes them more effective? The response to this question as summarised in Table 17a below, reveals some very interesting and important facts.

Table17 Have some voluntary teachers been found to be more able than others in their dedication and teaching ability?

Response	Frequency	Percentage
Yes	63	93
No	3	4
No reply	2	3

Table 17a What special qualities do there people have that makes them more effective?

Response	Frequency	Percentage
More years of schooling	38	56
Maturity (Good relations) (Community acceptance)	15	22
Political Consciousness	12	18
Experience in teaching	7	10
No reply	6	9
Natural Talent	5	7
Academic Ambitions	4	6
Special Training	4	6
Unemployed	3	4
Other	2	3

Table 17a (contd.)

Evangelist	1	1
Women	1	1

From their experience and observation, the DEOs found that the most important quality that makes these teachers more effective is the education that they have had. In other words, the more years of schooling that a voluntary teacher might have had, the more effective he is. Secondly, for a voluntary literacy teacher to be effective he has to be mature and has to be accepted by the community in which he lives. He has to have good relations with everybody, both the leaders and members of the community. He must also have good relations with the very adults he is teaching. Thirdly, a voluntary teacher has to be politically conscious. Experience in teaching seems to be the fourth most important quality of an effective voluntary teacher.

Negatively speaking, we also asked the DEOs if they have found any voluntary teachers who have been less able than others. 85% of the DEOs affirmed that they have come across such teachers and they attribute different causes to the poor performance of these teachers. See Table 18 and 18a below.

Table 18 Have you found any groups or type of voluntary teachers who have been less able than most?

Response	Frequency	Percentage
Yes	58	85
No	7	10
No reply	3	5

Table 18a Causes of poor performance

Response	Frequency	Percentage
Insufficient Education	30	44
Renumeration poor or absent	21	31
Insufficient Training	14	21
No reply	9	13
Lack of acceptance by Community (strangers)	8	12
Poor Manners and lack of respect of learners	8	12
Lack of self confidence	5	7
Poor living conditions	3	4
Other (Pombe)	3	4
Transport (long distances)	2	3
Materials	2	3

According to the views of the DEOs, the most prevalent cause of poor performance among the voluntary teachers is that of insufficient education which correlates very favourably with the response in Table 17a where more years of schooling was considered to be the most important factor in determining the effectiveness of a voluntary teacher. The second most important cause of poor performance is the fact that the voluntary teachers either do not get any renumeration for their services or renumeration is very small or sometimes received with great delay. Thirdly, insufficient training is also looked upon as one of the causes that makes these teachers less effective. It is also interesting to note other causes of poor performance from the above Table, such as poor manners and lack of respect for the learners, lack of acceptance by the communityetc

Suggestions for Improving the System

Lastly, we asked the DEOs for their suggestions on some ways and means of improving the voluntary teachers system.

From the Table below, it is seen that their suggestions are varied and very interesting to know.

Table 19 Suggestions to improve the voluntary teachers system.

Response	Frequency	Percentage
More or better training	47	69
Regular payment of Honeraria	19	30
More supervision or needs improvement	17	25
More class-room materials needed	14	21
Recruit those with at least Std. VII or more education	14	21
Increase the pay	6	9
Get stronger leadership support	6	9
Improve the transport	5	7
Give contracts to volunteer teachers	4	6
Increase the Political awareness of the public	3	4
Performance contract (pay on results)	1	1

More and better training of voluntary teachers seems to the majority of the DEOs as one of the most important ways of getting some tangible achievement in literacy. 30% of the DEOs feel that regular payment of the honorarium to the literacy teachers could minimise their frustration. The need for more or improved supervision also seems to be an important factor in improving the whole system. Other DEOs (21%) think that providing enough classroom materials and recruiting only those voluntary teachers who have a minimum of seven years of schooling, might be quite a help in improving the system.

THE COST OF UNIVERSITY ADULT EDUCATION

A Cost per Pupil Study of
The Institute of Adult Education

G. O. Haule

Research Department
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University of Dar es Salaam

June, 1971

Two of the aims and objectives of the Institute of Adult Education are:-

i. to train teachers and administrators of adult education at the University for Diploma or Degree courses

ii. to organise, run, supervise and coordinate full time and part-time courses for adults both in Dar es Salaam and all other centres

The University of Dar es Salaam Act 1970 established the Institute of Adult Education as an integral part of the University to be governed and administered in accordance with the Decrees of the Act.

The activities of the Institute are financed by revenue specially provided by the government and by any other revenue secured by the University. This paper will examine the cost of running this Institute with respect to two of its activities given above:-

i. Evening courses

ii. Diploma course

I shall not attempt to discuss the benefit accrued nationally from the training received either through the evening course or the Diploma course. The focus is on tangible costs involved in the operation of these two activities.

The analysis will deal with the cost for the academic year 1969/70 for both the evening course and the Diploma course. In some cases, hard data has not been available, and in such cases estimates have been made wherever possible. And where estimates are impossible, for instance, publicity in the three regional centres, no estimation has been made.

EVENING COURSES

The part-time tutors receive Shs. 20/- per one hour of class session. The mileage claim included is both for the part-time tutors and organisers, and resident tutors while they are engaged in one way or another in organising and setting up evening courses.

Rent for office building has been included here because these centres were established originally for this very purpose of organising, supervising and running these classes. All other activities taken up have come after this, they therefore do not significantly affect the rent etc. paid. Other expenses which fall under this category are power, water and sewage bills.

Table I Regional Centres

Centres	Mwanza	Moshi	Mbeya
Fees & mileage for part-time tutors	5,755.80	2,639.70	11,079.00
Rent, sewage power & water for office	10,290.80	12,000.00	6,000.00
Total	17,047.60	14,639.70	17,079.00
grand total for 3 centres			48,766.30

Table 2 Cost per Student

Centres	No. of students enrolled	No. of regular student	Total cost	Total inc.	Net cost	Cost per stu.	Cost per reg. stu
Mwanza	529	152	17047.60	2445.00	14402.60	27.25	97.75
Moshi	896	539	14639.70	4480.00	10159.70	11.35	18.85
Mbeya	542	331	17079.00	2610.00	14469.00	26.70	43.70

In almost all cases, the number of students who enrol at the beginning of the course is higher than the number of students who attend regularly. Regular attendance is defined as attending 2/3 of the lessons. Because of this drop-out rate problem it was necessary to compute the cost per student for both the regular students and those who enrol.

Total income of the centre is the amount of the fees of Shs. 5/- (Mwanza 10/-) each student pays during enrolment. This fee is usually non-refundable. Students who take Kiswahili pay Shs. 50/- for registration. No figures are available as to how many expatriates enrolled last year. Therefore only the total numbers of students enrolled and their fee of Shs. (5/-) have been included in the calculation of the net income. It can be assumed that the number of such expatriates wanting to learn Kiswahili in the regions is small and does not affect the results significantly. Furthermore, with the amount of fees they would be paying, the Kiswahili course could be regarded as self-supporting.

Dar es Salaam Centre

A breakdown of expenses for the Dar es Salaam centre is as follows:-

Table 3

Part-time Tutors (fees & mileage)	56,943.00
Rent	162,000.00
Mileage for organiser	685.00
Publicity for course programme	4,005.00
Duplicating material (ink, cleaner, paper)	3,791.00
Salaries (for tutor, assistant tutor, 2 organisers)	85,500.00
Total	312,922.00

No attempt has been made to include depreciation of equipment, the salaries of typists, 9 messengers, cleaners, watchmen. Tutor's salaries are included here because their main task is to organise, supervise and run these classes, although they may be given other duties.

Table 4 Cost per student for Dar es Salaam

Number of students enrolled	3,100
Number of regular students	1,458
Total cost	312,922.00
Total Income	66,650.00
Net Cost	246,272.00
Cost per student enrolled	79.25
Cost per regular student	168.90

As can be seen from the tables 2 and 4 above, the cost per regular student is always higher than the cost per student enrolled. For three centres the cost is twice or more. Only Mbeya has a non-significant difference between the two costs.

Several reasons can be advanced to explain these findings. At the beginning of courses lots of people enrol possibly without having the necessary information about the courses. This means that student counselling facilities are not enough. Or the anticipated course content is quite different from that actually taught.

It could also mean that part-time tutors are not competent or else the language used is either too high or too simple resulting in students dropping-out.

Table 5 Percentage attendance

Centre	No. of students enrolled	No. of regu. stu.	Att. rate
Dar es Salaam	3,108	1,458	46.9%
Mwanza	529	152	27.9%
Moshi	896	539	60.2%
Mbeya	542	331	61.1%

Of the four centres, the Mwanza centre has the poorest attendance rate i.e. 27.9% of the enrolled students do actually attend at 2/3 (two thirds) of the sessions. Next comes the Dar es Salaam centre, with 46.9%, then Moshi with 60.2% and finally Mbeya with the best attendance of 61.1%. This finding is rather hard to explain in the sense that two of the regional centres have higher attendance than the Dar es Salaam Centre. By all standards, Dar es Salaam has all the possible facilities, transportation, relatively highly qualified teachers (university lecturers), a good variety subjects, than the regional centres, and yet the attendance rate is 2nd to bottom and under 50. This finding calls for close scrutiny of the organisation and supervision of the evening course programme at this centre.

The Institute was established in order to provide facilities to those people in the low and middle level manpower areas to further themselves educationally and culturally. In order to

achieve this goal it is essential that the numbers of drop-outs be minimized so that more people benefit from these facilities while reducing the unit cost to the government at the same time.

As I have pointed out above, only one course - Kiswahili is self-supporting and this is mainly because most of the students are expatriates who are required to pay Shs. 50/- for registration. Other courses are, in almost all cases, barely paying for themselves, while others are always running at a loss and have to be paid for by the Institute.

The assumption that any form of education and that given through the Institute's facilities being no exception, is beneficial to the country can be regarded as valid. This being so, it is necessary that the Institute does whatever is possible to maintain high attendance and minimize drop-out. Otherwise financing the Institute's activities becomes an expensive affair.

A reason that may partly account for the low attendance in ward centres could be that classes are held in primary and secondary schools. As a result the places lack that "University atmosphere," and therefore participants feel "cheated." This coupled with the fact that at times classes have had to be cancelled at short notice thereby discouraging students with the result that they stop attending or attend only irregularly.

Below are a few suggestions which may help in improving attendance. Some of these have been mentioned before, they are included here only because of their significance.

1. Improved counselling facilities should be given during enrolment.
2. Tutors should be recruited in good time so that they are able to prepare a comprehensive syllabus of their course to be used during registration publicity and counselling.

3. Course content should try to reach a compromise between participants wishes (if these can be specifically outlined by the participants) and the Institute policy and objectives.

4. A yearly comprehensive evaluation of the courses should be carried out. This evaluation should be institutionalized so that it becomes a permanent activity of the Resident Tutor responsible for the centre.

5. Resident Tutors, organiser(s) and part-time tutors should hold periodic discussions with participants in order to get the latters reactions about the courses, organisation etc.

It has been observed many times that the cost per pupil for adult education programme is much lower than that of formal education. The following table compares the cost of the Institute's students with those for secondary school pupils (day).

Table 6

Secondary schools (day)	Shs.1,280/-
Institute's students	
Dar es Salaam	Shs. 506/70 *
Mwanza	Shs. 293/25 *
Moshi	Shs. 56/55 *
Mbeya	Shs. 131/10 *

* Cost per regular student

The courses given by the Institute are definitely at secondary level, except for Kiswahili for beginners I and II and English Improvement II and III and New Mathematics designed for primary school teachers . A good many of the participants are enrolled for external examinations, like the G. C. E. 'O' level, RSA etc.

As the table shows, the cost per secondary school day pupil is 8 (eight) times higher than the highest cost per regular student of the Institute participants. It must be pointed out here that each term of a course run by the Institute lasts 10 weeks, with most of the courses meeting at least twice a week. There are 3 terms altogether in one year, amounting to 30 weeks in all. Again the fees paid depend on the number of sessions held in one week. It can be concluded that the evening course programme is a relatively cheap means of educating and training people outside of formal schools.

DIPLOMA COURSE IN ADULT EDUCATION

As pointed out in the introductory paragraph, one function of the Institute is to provide, at University level, training for Diploma or Degree. So far, only a one year diploma course is offered.

The course is designed to give professional training to people now working in the field of adult education in its broadest sense. Although the University has the final say in the overall running of the course, the Institute carries all the responsibilities for its day to day running. For example, the Institute recruits all the teaching staff, prepares syllabuses,

processes applications, orders textbooks, arranges programmes during orientation week, arranges for field trips and has financed these in the past (1969/70 and 1970/71). It is the financing of the above that is the basis of this brief study.

Each student is sponsored by some agency either private or governmental, and the fees collected go into the University purse. It is the University which pays for all the amenities.

Late in 1970, the Institute formally established a training department, one major function of which is to run the Diploma Course. Three staff members were assigned to this department, although they may be called upon to do other things. From time to time, other members from the Institute and other University departments may be called to teach in specialist topics.

In calculating the cost of running the diploma course, the following categories of expenses have been taken into account: Full salary of one tutor who had no responsibility other than teach in the diploma course. 80% of the salary of one tutor. Two tutors had about 13% of their time assigned to the diploma course; while one tutor had 20% of total time for teaching. One tutor who also had 80% of his time for the diploma has not been included as the Institute does not pay his salaries, but pays for his other local claims (e.g. mileage). Other expenses included are mileage claims accrued in respect of the diploma course, salary of one typist attached to the training department, field trip expenses and stationery. No account has been taken of hard furniture and depreciation of equipment.

Table 7 Breakdown of costs

Salaries (Tutors and typist)		Shs. 80,151.00
Staff claims (mileage)		3,177.30
Stationery		2,492.20
	Total	Shs. 85,820.50

Number of students	23
Cost per student	3,484.83

This analysis of costs is for the year 1969/70. During that year there were 23 students in the diploma course. As the table shows, each student in the diploma course cost the Institute Shs. 3,484.83 per year in 1969/71.

The Institute, being a part of the University of Dar es Salaam, is fully financed by the government, though it may get grants from Foundations and Agencies for some of its activities, so we can say that the cost of this course is fully borne by the government. Again as most of the students are employees of government ministries (only one student was sponsored by a private agency in 1969/70), they receive their full salaries while they are at the University. But they do not get any pocket money as the direct students do. So that the cost per student to the government is much higher than that given above.

It is obvious from the foregoing that the diploma course has a part to play in providing middle and high level manpower requirements in the country.

The intake for the year 1969/70 and 1970/71 was 23 and 24 students respectively; but the number for 1971/72 is 28. Obviously the number is increasing. A manpower need study[1] showed there is a great demand for the diploma course especially within the next five years. All the bodies interviewed wanted the course expanded.

As the course expands, so will it be necessary to increase the number of tutors in the training department. And as long as the country lives up to its policy of self-reliance in all aspects, it

(1) Hall, B. L. and Haule, G. O. : A Study of the Need for University Trained Personnel in the Field of Adult Education, 1971 I. A. E. Dar es Salaam (mimeo)

must be prepared to foot the bill for this course and even a degree course in a not too distant future. Another point which can be mentioned here is that, one of the tutors in the training department is from SIDA. His presence has, other things being equal, reduced the cost per student, but as this aid will have to stop sometime the sooner the Institute starts training local staff the sooner the country will reach its goal of self-reliance. The aim should not only be to replace expatriates but also to cope with the expanding programme.

It is interesting to compare the cost per diploma student with that of direct entries.(2) Almost all Tanzanian University students are fully educated out of the tax-payer pockets. Not only do they get full board at the University but they also get pocket money, travel warrants to their home districts, medical expenses, students' union fees, book grants, laundry and bedding. Altogether the government pays for each student Shs. 12,000/- a year over and above capital expenditure.

If we take into account the diploma student annual salary averaging about 7,200/- a year. The total cost per student in one year:

Table 8

Salary	7,200.00
Cost per student	3,484.83
Fees per student	4,060.00
Total Cost per student	14,744.83

Considering the fact that all the diploma students are already experienced in the field of adult education and are to go

(2) The figures used here are for first year students who are taking B.A. degree. The cost per direct entry student varies from faculty to faculty and from year to year.

of giving them this professional training is well worth it. On the other hand, direct entry students have no experience whatsoever in the job they are to take up. It will take them time before they are actually capable of handling work situations competently.

The above statement should not be taken to mean that the writer is advocating the abolition of direct entries to University, not at all. All that is intended here is that the kind of in-service training as the diploma course is providing is one of the best methods of achieving the middle and high-level manpower needs Tanzania is aiming at.

As a final word, it may be said that there is a great demand for the expansion of this course, and some serious thought should be given to the idea of starting a degree course in adult education as a major option in the present B. A. degree course. Money can always be found, if the authorities put their minds to it. "It can be done" as President Nyerere once said.

THE EVALUATION OF WAKATI WA FURAHA

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EVALUATION OF WAKATI WA FURAHA

Previous to 1971, the Institute of Adult Education had organised two radio campaigns centred on organised listening groups. Organised listening groups have been found in other countries to offer a significant improvement in learning effectiveness compared to independent radio listening and studying. The first campaign concerned the presentation of the popular version of the Second Five Year Plan and was called 'Kupanga ni Kuchagua'. The second campaign in 1970 was concerned with the meaning and importance of the elections and was called 'Uchaguzi ni Wako'.

Both of the first two campaigns were limited, despite efforts to the contrary, to a few locations. As pilot projects, it was not possible to reach national coverage. We were satisfied to reach about 250 groups in each campaign. There were however many lessons learned in the first two campaigns and these were applied to the 1971 campaign.

The 1971 campaign focused on the Tenth Anniversary of Independence and was called 'Wakati Wa Furaha'. The material in the programme was designed to show the achievements of the independence decade and to demonstrate the place of Tanzania and Tanzanians in the global struggle against imperialism. One of the most important objectives in the organisation of the campaign was national coverage for the study groups with a large increase in the number of groups and individuals taking part.

A major addition to the Wakati Wa Furaha campaign were the written materials. A textbook, 'Tanzania: Kabla na Baada ya Uhuru' was written to accompany and amplify the radio programmes. It also meant that study groups could be productive even if radio reception was weak, or if the batteries were dead for a week. To explain the use of the textbooks and to provide material for discussion, a study guide was written. In addition, a guide

for study group leaders was written which explained problems of administration and procedure in this form of group work which relies on discussion by all, rather than explanation by the leaders.

The campaign also introduced a two-step training system, whereby the Institute's personnel trained groups of District Education Officers and other officials who in turn trained the group leaders. There were 11 first stage training seminars and about 90 second stage seminars.

Evaluation Objectives

1. To determine the campaign cost per participant.
2. To ascertain participants reactions to the training seminars.
3. To determine the attendance rates (and drop-out rates).
4. To determine geographical distribution of groups.
5. To gather demographic information about the participants.
6. To determine whether a knowledge gain has taken place during the campaign.

Methodology

The methods varied according to the objective as outlined below:

Objective One

Costs were accumulated during the campaign using orthodox accounting procedures.

Objective Two

Evaluation forms were filled out by the participants of each of the 11 first stage training seminars and a large number of the second stage training programmes. These forms were analysed for the usefulness and clarity of the training.

Objective Three, Four and Five

This information was obtained from group registers which were filled out by the secretaries of each of the study groups and then returned to Dar es Salaam. In addition to the attendance figures, the registers contained information of the age, occupations, schooling of the participants.

Objective Six

In order to determine whether the participants in such a mass campaign actually learn anything, a ten item test was developed, pre-tested and refined. This test was administered to a sample of study groups throughout the country. The same test was then administered at the end of the campaign in order to do a simple pre-test, post-test analysis.

PRELIMINARY FINDINGS

The findings to date will be discussed under the appropriate objectives:

1. Costs

The costs are still being accumulated; it is too early to estimate.

2. Training evaluations

First stage training

Participants in the first stage training had difficulty understanding the use of the three different books which were to be used in the campaign. This section was made more difficult by a delay in the production of the actual materials meaning that the District Education Officers had to study stencilled versions of the books. Roughly 40% of the participants found one section or another of the training to be difficult to understand, but with the exception of the books and study guides, the problem sections were limited to two or three comments each.

First stage participants also felt that more time should have been spent in discussion of the material. As in many seminars, when time is a scarce resource, too much is likely to be attempted. It is an encouraging sign, that the adult education officers are alert to this situation.

Second stage training

The participants in the second stage training (group leaders and organisers) were also confused the most with the sections of the training dealing with the use of the textbooks and the study guides. Again this is not unexpected, as this is a new element in the study campaigns, but more care will have to go into this aspect for other campaigns. The second stage leaders also showed more concern for the practical difficulties in running the study groups. Nearly 10% of the participants asked for more time to be spent on administrative matters.

3. Attendance rates

From the reports from the first 100 groups that have returned their attendance registers, an overall attendance rate of 62% has been registered. These figures are quite encouraging,

as it is common for adult education classes in the districts to operate at about 33% attendance levels. As the problem of poor attendance in adult education is chronic, a programme which seems to double the customary attendance figures is especially welcome.

4. Geographic distribution

One of the priorities of the campaign was to widen the audience not only in terms of the number of people taking part but also in the number of districts where the campaign has been operating.

Although all of the reports are not yet in, there is evidence that about 1,400 groups have been operating in 42 districts. This means that the campaign has involved about 16-20 thousand people. When all the results are in, the total number of groups may reach 1,600 in about 50 districts. It can be seen that this kind of campaign has moved from regional to national coverage. As an indicator of the organisational effectiveness of the campaign, the increased spread has been very useful.

5. Demographic Data

As the Institute of Adult Education has been moving during the past two years away from urban oriented classes to mass adult education, it is of particular interest to us to see what kind of people participate in this kind of a campaign. The campaign was designed to be of interest to as wide a cross-section as possible. Literacy for example was not a requirement for membership of any group. The breakdown of the first results can be seen in the tables below:

Table 1 Sex of participants by Districts (percentage)

District	Male	Female
Arusha	43	57
Ukerewe	45	55

Table 1 (cont.)

District	Male	Female
Kigoma	73	27
Mafia	77	23
Masai	50	50
Morogoro	50	50
Mzizima	97	3
Songea	43	57
Dodoma	57	43
Handeni	60	40
Kisarawe	82	18
Mbozi	71	29
Mbulu	46	54
Musoma	72	28
Sumbawanga	83	17
OVERALL	63	37

Table 2 Age of Participants (percentage)

Age	Percentage
Under 15	2
16-20	14
21-25	15
26-30	15
31-35	14
36-40	13
41-45	8
46-50	7
51-55	3
56-60	3
Over 60	6

Table 3 Schooling of participants (percentage)

Standard completed	Percent
None	20
Std. I - IV	54
Std. IV - VII	15
Std. VIII - Form II	9
Over Form II	2

Table 4 Occupations of participants (percentage)

Type of Occupation	Percent
Farmer	73
Teacher	10
Officer Worker	5
Fundi	5
Civil Servant	3
Others (TANU, business, religious)	4

DISCUSSION

There are several interesting points to be made about the demographic data. The ratio of men to women participants in the Wakati Wa Furaha Campaign is nearly the inverse of the ratio which is common in the adult education programmes in the districts. In other words where the campaign had roughly a 60 - 40 split between men and women, the district programmes would find a 60 - 40 split between women and men. As yet, we do not know how to account for this difference.

With respect to the age of the participants, the significant point is the distribution. In previous campaigns, the ages of the

participants seemed to centre between 20 and 30, with a very sharp decline after 35 years. It is notable that the age distribution continues well up to 60. There were several cases of people over 80 years old participating. From the field observations, it was interesting to see many groups with old and young men mixed. These findings again are encouraging for the campaign organisers who tried to make the campaign appeal to as many as possible.

In terms of years of schooling, 74% of the people reached by this campaign have Std. IV or less. There are 20% (and this is liable to be underestimated) who have not attended any formal school. This again is a lower standard of education than either of the previous campaigns which reached many Standard VII leavers and primary school teachers.

The last table, table 4, indicates that three out of every four of the participants is a farmer. In an Institute that is trying to reach the masses, this may be seen as an indicator of success. The 10% teachers corresponds roughly to the number of group leaders involved. Previous campaigns had enrolled many more office workers, messengers, typists, clerks and so forth.

6. Knowledge Gain

Ultimately, the test of a campaign like this must be measured by whether people actually learn something from it. This must take place before changes in behaviour will occur. In the case of this particular campaign, the subject dealt with was of a more academic nature than previous campaigns. It did not call for specific action such as registering and voting. As the theme was one of history and political education, it was decided that a simple 10 item test of knowledge should be designed and administered. The items to be selected from the text book and programmes.

To date the results of the test have come in from five sample groups. The mean scores from all groups on the pre-test was 67%. After the campaign the mean rose to 80%, a gain of 13%. Considering the duration of the campaign, these results are quite encouraging. This is the first proof that we have that knowledge is in fact being transferred through this type of campaign.

CONCLUSIONS

Reports are still coming in on the campaign and no mention has been made here about the various administrative problems which effected the campaign. Final judgement will have to wait therefore. What can be said however on the basis of the preliminary reports is that the campaign has for the first time reached national proportions. It can be said that the campaign is reaching the intended audience - the rural population - and that the programmes have drawn people from a wide range of ages. There is some evidence that people learn from this type of campaign. The signs are encouraging and with what has been learned from this campaign another should be still more effective.

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